**K-5 ELA Lesson Plan**

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| **Teacher: Keara Williams** | | **Grade: 5** | | | **Date(s)**: Aug. 29 |
| **Unit Title: 1** | | | **Corresponding Unit Task: 1, day 3** | | |
| **Essential Question(s): How do readers use what they know about the patterns of text structure to read nonfiction text?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **-Chart Paper**  **-Markers**  **-Social Studies workbooks pg. 68-71**  **-Notebook paper for each student for note taking**   * **Notes will be 2 column notes labeled:**   **Signal Words/Dates and Event** | | | | **-Text Structure**  **-Informational text**  **-Organization**  **-Purpose**  **-Chronological**  **-Colony**  **-Colonist**  **-Crop** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards:** RI.5.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.  RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.  RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.  **I Can Statement(s):**  I can recognize chronological text structure.  I can explain how it helps me as a reader when an author writes chronologically.  **Instructional Plan:**  **Engaging Activity:**  **Teacher Model (15 minutes):**   * Teacher will explain that all informational text is not organized the same way and that we will be reading, studying and writing four different informational text structures. * The structure the author chooses depends on the purpose they have for writing. * As readers, each structure helps us in a different way. * Today, I want you to look for how Chronology text structure helps you as readers understand the information the author presents (write question on the chart paper/marker board). * Quick break down of the word to discover meaning- Chrono-time Logic-order * Teacher will explain that with this text structure, you will see a lot of signal words. (write on anchor chart) Remind students that they won’t always see these signal words and might have to look closer for clues. * Explain to students how Think Alouds work (if you haven’t yet). I will be reading and sharing with you my inner conversation, the thoughts I am having. Your job is to listen carefully to the thoughts I have and watch the notes that I take. After a while, I’m going to ask you to join me and then you will practice with a partner, so it is important that you watch and listen carefully. * Teacher will read the title of the section on page 68 and think aloud about background knowledge and predictions. TW continue to read and think aloud including vocabulary strategies, re-reading for understanding but focusing on recognizing how the selection is written in order by date, underlining the signal words. * Teacher will read a second time for note taking, using the signal words to help recognize new events.   **Shared Practice (10 minutes):**   * Class will read page 69. * Teacher will invite students to share their thoughts with the group and with partners (Turn and Talk) as they see signal words, recognize HOW this structure is helping them as readers, and what information is important for note-taking.   **Guided Practice (10-15 minutes):**   * Students will then break into pairs and read the final section on page 71, underlining signal words, taking notes and discussing the EQ. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards:** W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  **I Can Statement(s):** I can write using the Chronology text structure.  **Instructional Plan:**  **Model:** TW model creating a timeline of an important event in his/her life. TW model and talk through taking the events from the timeline into a paragraph that includes some of the signal words for chronology text structure.  **Shared:** Invite students to help you finish up the paragraph.  **Guided:** Walk students through the creation of their timeline, being readily available for assistance.  **Independent:** Students will write their paragraph from their timeline including signal words.  **Closing:** Allow time for a few students to share their paragraphs. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards:** RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words.   * Use combined knowledge of all letter-sound correspondences, syllabication patterns, and **morphology** (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.   **I Can Statement(s):** I can use the meaning of the root, chron to figure out the meaning of new words.  **Instructional Plan:**  **Model:** Teacher will model for students how words can be broken apart and that each part has a separate meaning. Teacher will take the word Chronology written on a sentence strip and cut off the CHRON. Teacher will explain that Chron means time. Teacher will model writing CHRON in the center of a web chart.  **Shared:** Teacher will ask students if anything else should be written in that bubble (time, will hopefully be their response, if not- help them)  **Guided:** Teacher will walk students through writing new words with the root chron in the remaining bubbles.  **Independent:** Students will write the definitions and an illustration for each new word in their bubbles.  **Words to use:**   * Chronicle * Chronicler * Synchronous * Chronometer * Chronology | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards:** SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.  **I Can Statement(s):** I can listen to my teacher and my classmates with the intention of adding to my learning.  I can **explain** how it helps me as a reader when an author writes chronologically.  **Instructional Plan: IMBEDDED IN MAIN READING LESSON** | | | | |
| **Closing/Summarizing Strategy** | **Closing/Summarizing:**   * After about 15 minutes of students working in pairs on the final paragraph from the SS text, bring students back together to share their findings.   Record any “Big Ideas” or new signal words to the anchor chart. | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **-Pairs that are ready to record their answer to the essential question can write it in clear, concise sentences.**  **-Students can add to the list of signal words.**  **-Students can extend their stories beyond one paragraph.**  **-Students can turn the SS text into a timeline.** | | **-Students unable to access the text fully will start the partner work in a small group with the teacher. The teacher will read through the text with the students before releasing them to work in pairs. Those still uncomfortable can remain with the teacher.**  **-Allow students struggling with sequence to write their events on separate index cards to then arrange them in order prior to writing their paragraph.**  **-Have completed notes minus the signal words.** | | | **-include a vocabulary list with an illustration and definition.**  **- connect hand motion to the root word, maybe pointing to your wrist for time.**  **-provide sentence frames for writing**  **-write tasks on the board** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s): Informal assessements (listening to conversations between partners, observing their expressions) and the written piece.** | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*